



POLICY

EYFS

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Review 2027

Assunnah Primary School

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Contents

Introduction and context	4
Our Mission	4
Our Values	4
EYFS Statutory Framework 2023	5
The Four Principles of the EYFS	5
A Unique Child	5
Inclusion	6
Positive Relationships	7
Parents as Partners	7
Staffing	8
Enabling Environments	8
Develop and Learn in Different ways and at Different Rates	9
Observation, Assessment and Planning	9
Areas of Learning	9
Assessment	10
Early Years Foundation Stage Profile	10
Learning and Development	11
Teaching and Learning Style	11
Playing and Exploring	12
Active Learning	12
Creating and thinking critically	12
Monitoring and Review	12
Safeguarding and Welfare	12
Welfare	13

Introduction and Context

This policy is developed in accordance with the *Statutory Framework for the Early Years Foundation Stage, Effective September 2024*. It should read in the context of the following School policies:

Safeguarding and Child Protection Policy

Behaviour Policy

Safer Recruitment Policy

Code of Conduct Policy

Complaints Policy

SEND policy

Mobile Phones Policy

Health and Safety Policy

GDPR Policy

British Values Policy

Equality Policy

Other EYFS Specific Policies

Our Mission

Knowledge for Righteous Action

Our Values

The school instils its core *values through the assemblies, RSE and Tarbiyyah* lessons, and all academic, co-curricular, and pastoral environments. In the EYFS, we also focus on the values of faith, tolerance, respect, patience, gratitude, fairness and justice, which are intertwined with British Values.

Hodan Yussuf

Headteacher

Manal Mohamed

Early Years Coordinator

EYFS Statutory Framework 2024

“All children deserve the care and support they need to have the best possible start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in Early Years have a major impact on their future life chances. A secure, safe and happy childhood is important. Good parenting and high-quality early learning together provide the foundation children need to fulfil their potential.”

The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children’s ‘school readiness’ and gives children the right foundation for good future progress through school and life.”

Introduction to the Statutory Framework January 2024

The Overarching Principles of the EYFS

- A Unique Child;
- Positive Relationships;
- Enabling Environments;
- Children develop and learn in different ways and at different rates.

A Unique Child

“Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured” (EYFS Framework 2024).

At *Assunnah Primary School*, we recognise that every child is different and has the right to be happy, enjoy School life, build friendships and feel a part of our community.

As demonstrated through the [APS Behaviour Policy](#), we understand that children’s attitudes and dispositions to learning form through the feedback of others; we therefore use praise and encouragement, as well as celebration and sharing assemblies and rewards to encourage children to develop ownership and independence in their learning.

Inclusion

At *Assunnah Primary School*, we recognise and value the diversity of individuals within the School. We celebrate differences in our pupils and in their families. APS treats all children fairly, regardless of race, religion, gender or abilities in accordance with the [APS Equal Policy](#).

APS believes that all children matter. We give all children every opportunity to achieve their best by considering their range of life experiences when planning their learning.

We meet the needs of all our children through:

- Planning opportunities that build upon and extend children’s knowledge, experience and interests, and develop their self-esteem and confidence;
- Using a wide range of teaching strategies based on children’s learning needs;
- Providing opportunities to motivate and support children and to help them to learn effectively;
- Providing a safe and supportive learning environment in which the contribution of all children is valued;
- Using resources which reflect diversity and are free from discrimination and stereotyping;
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- Monitoring children’s progress and taking action to provide support as necessary;
- Appointing inspirational, nurturing, and appropriately qualified staff to support and guide learning;

In accordance with the [APS Behaviour Policy](#), the [APS Health and Safety Policy and Procedures Manual](#), the [APS Safeguarding Policy](#) and the [APS Pastoral Care and Welfare Policy](#), the health and safety of every child is our first priority.

Children learn how to conduct healthy relationships and interactions with each other as well as establishing safe boundaries and rules, helping them to understand why boundaries exist. We provide children with the choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards.

We protect the physical and psychological well-being of all children in accordance with the [APS Safeguarding and Child Protection Policy](#), which is overseen by the *Senior Leadership Team*.

“Children learn to be strong and independent through positive relationships” (EYFS Framework 2024).

At *Assunnah Primary School*, we recognise that secure, positive relationships help children learn to be strong and independent. We develop caring, respectful and professional relationships with the children and their families in accordance with our School Values, School Mission Statement, messages in assemblies, our pastoral discussions with children and through experience.

Parents as Partners

We recognise that parents are children’s first and most enduring educators. We value their contribution and encourage them to play an active part in their child’s education both at home and at School. We recognise the role that parents play and their future role in educating their children.

We:

- Give parents opportunities to tell us about their child through the ‘*All about me*’ section on Tapestry, or through discussions where needed, before their child starts in our school to find out about their likes and dislikes.
- Provide opportunities for children to spend time with their Form Teacher/Key Person before starting School/Nursery during the *Reception Coffee Mornings* Invite parents to an induction meeting during the term before their child starts School;
- Offer parents of children in Nursery and Reception *classes* regular opportunities to talk about their child’s progress and development;
- Encourage parents to contact or meet with their child’s Key Person if they have concerns;
- Arrange a formal meeting for parents in the End of Autumn at which the teacher/key person and the parent discuss the child’s progress and development in private;
- Provide a range of activities throughout the year which encourage collaboration between child, School and parents, such as class assemblies, and Sports Day
- Encourage parents to come into School to talk about their interests with the children;
- Encourage parents to contribute to their child’s online *Learning Journal* on Tapestry;
- Provide a *Reading Record Book for communication between home and School* in Reception and for some children, in the nursery too.

All parents are provided with Assunnah Reception Information Booklet when they join the setting. This gives the parents information about:

- how the EYFS is being delivered in the setting, and how parents and/or carers can access more information
- the range and type of activities and experiences provided for children, the daily routines of the setting, and how parents and carers can share learning at home
- how the setting supports children with special educational needs and disabilities
- healthy eating is promoted by advising parents to bring healthy packed lunch
- fruits are provided for children as a snack
- details of the provider's policies and procedures including the procedure to be followed in the event of a parent and/or carer failing to collect a child at the appointed time, or in the event of a child going missing at, or away from, the setting
- a telephone number for parents and/or carers to contact in an emergency

They will also receive an information sheet outlining staffing in the setting; the name of their child's key person and their role;

Staffing

Across the EYFS, qualified and experienced staff develop excellent relationships with every child, interacting positively with them and taking time to listen to them. Excellent ratios, in line with the Early Years Statutory framework guidelines, allow staff to spend focused time with each child, developing the seven areas of learning through quality conversations and interactions.

The EYFS coordinator is a qualified teacher and SENCO Lead. All other key workers have the right qualifications or equivalent.

Enabling Environments

“Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers” (EYFS Framework 2024).

APS's dedicated EYFS environments play a key role in supporting and extending child development. EYFS staff observe the children and assess their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning.

Nursery and Reception classes both have enclosed outdoor areas set aside for Child Initiated Learning (CIL). Children enjoy exploring, using their senses and being physically active. Exploring, thinking about problems and relating to one another helps children build their self-confidence and development in all 7 areas of learning. Planned activities, high-quality resources both indoors and out support this.

The classrooms in *Nursery* and *Reception* encourage children to explore and learn securely and safely. There are defined areas where the children can be active, and discrete areas for them to enjoy solace and rest.

All our Early Years spaces provides a nurturing and creative environment for children to explore the seven areas of learning with increasing independence.

Develop and Learn in Different ways and at Different Rates

Observation, Assessment and Planning

In *Reception*, planning follows the Schools' Long-Term Plans (LTPS) and Medium-Term Plans (MTPs), which are based around short, focused themes. The *Reception* teachers use these as a guide for weekly planning; however, teachers alter MTPs in response to the needs (achievements and interests) of the children, which features in the weekly planning.

In *Nursery*, the planning is less structured and based on the ideals of 'In The Moment Planning' (ITMP). We focus themes and skills development opportunities on the interests and passions of the children. We do not plan topics well in advance until we have had time to observe and get to know the children. There are three entry points for children starting at Nursery, September, January and April.

Many of our children attend Nursery part-time, so we operate a rolling timetable as we strive to offer all our pupils every possible chance to engage in all areas of the EYFS curriculum.

Areas of Learning

The EYFS framework includes 7 areas of learning and development. All areas of learning and development are important and interconnected. 3 areas known as the prime areas are regarded as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and Language;
- Physical Development;
- Personal, Social and Emotional Development (PSED).

These areas are essential for fostering early learning skills and are promoted heavily through planning and provision. Successful mastery of these skills supports children to achieve well in the specific areas of learning and their continued learning through School.

The prime areas are strengthened and applied through 4 specific areas:

- Literacy; Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together.
- Mathematics; Developing a strong grounding in number, shape and space is essential so that all children develop the necessary building blocks to excel mathematically. It is also important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.
- Understanding the World; Understanding the world involves guiding children to make sense of their physical world and their community. By exploring and talking about the world around them not only will they develop a strong sense of curiosity, they will also develop a rich and wide vocabulary.
- Expressive Arts and Design; The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials.

Staff carefully integrate these areas of learning into the day-to-day experiences of the children, balancing child and adult-led opportunities as the children move through their time in early years.

Assessment

At APS we informally assess every child prior to entry during home or setting visits, trial sessions and by using the detailed information we ask parents to provide before they start. We also require access to their 2year-old Progress Check. We assess all children prior to admission into the *Reception* class to ensure that they are comfortable with the academic and social challenges ahead. This assessment forms the first piece of their academic profile.

Through a highly effective range of formative and summative assessment strategies, we analyse each child's development and learning, making informed decisions about each child's progress from which we plan the next stages of the curriculum and resourcing thereby meeting their developmental and educational needs.

When children join the School, each child's Key Person will use information provided by parents and other settings to understand each child's learning needs. Teachers assess each child continuously and carefully, recording each child's *Individual Learning Profile* on the School's chosen school information management system, *Tapestry*. This enables us to create individual profiles for each child, track their online *Learning Journey* and share our observations with parents. Parents and staff are all able to contribute comments, photographs and videos to the *Tapestry* journal and, at the end of the EYFS, the School recommends that parents download their child's *Tapestry* account for future family reference.

We organise our curriculum so as to offer all children as wide a range of activities, resources and learning spaces as possible.

Staff carry out a Baseline Assessment on Reception children, early in the Autumn Term. This Baseline acts as a reference point for all progress made within the Early Years curriculum. Ongoing formative assessment continues throughout their time in the Early Years to ensure that all children are making good progress.

Early Years Foundation Stage Profile

In the final term of the EYFS, we provide a written summary of the profile to parents, reporting on their child's progress against the 17 *Early Learning Goals* and *Assessment Scales*. We provide an opportunity for the parents to discuss these judgements with the class teacher (Key Person).

- **Secure** (meeting the maximum level of development)
- **Expected** (meeting the minimum level of development);
- **Emerging** (not yet reaching the expected levels).

The profile also assesses whether a child has reached a '*Good Level of Development*' (GLD). To achieve a good level of development a child needs to be *expected* in all the prime areas and in the Literacy and Mathematical areas. Information from the EYFSP provides a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1.

Learning and Development Considerations

Practitioners at APS consider the individual needs, interests, and development of each child in their care, and use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development.

Throughout the Early Years, if a child's progress in any prime area gives cause for concern, staff will discuss this with the child's parents and/or carers and agree how to support the child. Staff will consider whether a child may have a special educational need or disability which requires specialist support, in consultation with the Learning Support department.

Teaching and Learning Style

The [APS Curriculum](#) defines the features of effective teaching and learning at Assunnah Primary School. These features apply to the teaching and learning in the EYFS just as much as they do in Key Stages 1, 2 and above. We:

- Value the partnership between teachers and parents, so that children feel secure at school and develop a sense of well-being and achievement;
- Celebrate the understanding that teachers have of how children develop and learn, and how this affects their teaching;
- Adopt a range of approaches that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- Carefully plan a curriculum that helps children work towards the Early Learning Goals throughout EYFS;
- Ensure a provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- Encourage children to communicate and talk about their learning, and to develop independence and self-management;
- Offer support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- Identify the progress and future learning needs of children through observations, which are shared with parents;
- Enjoy good relationships between *Assunnah Primary School* and the settings that our children experience prior to joining our school.

Our staff provide a wealth of varied opportunities for the children to develop the characteristics of effective learning:

Playing and Exploring

“Children investigate and experience things, and have a go!”

Through play, our children explore and develop their learning experiences, which help them make sense of the world. They practice and build up ideas, learn how to control themselves and understand the need for rules. They think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They can express experiences in controlled and safe situations.

Active Learning

“Children concentrate and keep on trying if they encounter difficulties and enjoy achievements.”

Our children are Active Learners! They exude delight in the variety of scenarios and challenges presented; industriously seeking to find answers and intuitively take their own learning on to the next level through their eagerness to find out more. Children demonstrate confidence when making their own decisions and show delight in the outcomes.

Creating and thinking critically

“Children have and develop their own ideas, make links between ideas, and develop strategies for doing things.”

We provide children with creative opportunities in all aspects of their School day. Adults support the children’s thinking and encourage them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. The children freely access the resources and move around the setting to extend their learning.

Monitoring and Review

EYFS practitioners follow the principles stated in this policy and discuss their practice with the *EYFS Lead* who reports to the Head who in turn provides feedback to the school Proprietor, raising issues that require discussion.

The Development Plan identifies priorities related to the EYFS and staff training, and management roles and responsibilities are reviewed through a Professional Development Review (Appraisal).

The EYFS Coordinator monitors EYFS as part of the whole-school monitoring schedule in conjunction with the *Proprietor*, the *School Mentor*, and *The Head*.

Whole-school policies incorporate the mandatory requirements and apply equally to the EYFS.

Safeguarding and Welfare

Please refer to the school’s Child protection and Safer Recruitment procedures as detailed in the [APS](#) and the [APS Recruitment, Selection and Disclosure Policy](#).

Welfare

*“Children learn best when they are healthy, safe and secure,
when their individual needs are met
and when they have positive relationships with the adults caring for
them.”*

At *APS* we understand that we are legally required to comply with certain welfare requirements as stated in the *Statutory Framework for Early Years Foundation Stage, January 2024*.

We understand that we are required to:

- Promote the welfare of children;
- Ensure that EYFS children are within sight and hearing of an adult when eating;
- Promote good health, including oral health, preventing the spread of infection and taking appropriate action when children are ill;
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs;
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so;
- Ensure that the premises, furniture and equipment is safe and suitable for purpose;
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs;
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.